DOCUMENT RESUME

ED 309 439 CS 211 995

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TITLE JMC Students' Perception of the Work Environment and Potential Job Stress.
PUB DATE Aug 89
NOTE 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Choice; Careers; Employment Opportunities; Higher Education; Job Analysis; *Job Satisfaction; *Journalism; *Journalism Education; National Surveys; Needs; *Stress Variables; Work Attitudes; Work Environment
IDENTIFIERS Job Characteristics; Job Evaluation; *Job Expectations; *Job Stress; Satisfaction

ABSTRACT

A research project focused on the question: Why do students choose to major in journalism and mass communication, and are there indications that those reasons might lead to job-related stress? Four hundred-sixteen undergraduate students in journalism and mass communication (JMC) programs across the country responded to a six-page questionnaire. Question one asked students to rank the five given reasons for selecting their major. All five reasons were found to be statistically significant when analyzed by students' major sequence. Question two asked students to rate 13 statements about JMC occupations. Students had strong beliefs that their fields offered challenging assignments, but also believed that their fields did not offer a great deal of job security. Question three presented students with 12 job-related factors and asked them to rate the factors in terms of their importance and how likely they would be able to achieve them in a professional job. Students were most interested in achieving promotion opportunities but many were not too optimistic about satisfying their needs. Question four discovered where they gained information about the field, by ranking seven sources in terms of where they got the most and the best information. While students said they got most of their information from observing their fields, they also said they got the best information from JMC faculty. The students' needs vs. their expectations often seemed at odds with reality--a potentially stressful situation. (Thirty-four endnotes and five tables of data are included.) (MG)

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JMC Students' Perceptions of the Work Environment And Potential Job Stress

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A Paper Presented to the
Mass Communication and Society
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Washington, D.C., August 1989

CS211995

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JMC Students' Perceptions of the Work Environment And Potential Job Stress

Introduction

Journalism researchers began paying serious attention to college enrollment patterns about 30 years ago. They began investigating job satisfaction some 25 years ago. They began worrying about job-related stress less than 10 years ago.

What do the three have in common? Our concern over enrollment lead us to try to discover why students chose journalism as a college major or career. Then, once the students got into the field, we wondered how they were doing, what made them happy, what bothered them--how satisfied they were. Now, we've moved beyond their satisfactions and dissatisfactions into the land of job stress and burnout.

This project attempts to bring all three research topics together. It attempts to investigate JMC students' reasons for selecting a major, their perceptions of the working world, and their job-related needs and expectations, all in relation to possible future job stress.

Research into enrollment patterns tried to answer a fundamental question, i.e., why do students select journalism as a major and career. That research led to a number of articles on student attitudes toward journalism (normally defined then as newspaper work) as a career.

This research project builds on those earlier works, but employs a different and broader conceptualization. The general research problem in this paper is: Why do students choose to major in journalism and mass communication and, based on their reasons for doing so, are there any indications that those reasons might lead to job-related stress once

they enter the working world?

The interest in stress in journalism and mass communication is new and has focused on the professional practitioner. Also new, however, is the awareness that student attitudes toward, or perceptions of, their field may play a role in later job stress or burnout.[1] The emphasis in this project is on the pre-professional, the student.

If these students are to be the gatekeepers, agenda setters, and PR/advertising practitioners of the future, research into their motivations, perceptions, and needs should be beneficial to educators, professionals and consumers as they try to better understand the students/new employees/practitioners who will staff the mass media outlets tomorrow.

Literature Review

Early research into why students chose "journalism" as a major or career focused primarily on students who wanted to go into newspaper work and centered around asking high school students to compare journalism to other professions. It also was motivated by concern over an apparent shortage in the late 1950s in the number of students choosing journalism as a career.[2]

Findings, at least as they related to newspaper oriented students, were consistent: Students viewed newspaper work as having low pay and prestige, long hours, a great deal of pressure, routine assignments and intense competition. However, they also ranked newspaper work high in terms of "usefulness to society."[3]

In the early 1970s, enrollment in journalism had begun to increase rapidly (even before the so-called "Watergate Syndrome") and researchers again became interested in why students were choosing it as a major and career. Bowers' study of 185 University of North Carolina journalism and mass communication students, for example, found results similar to

those 15 years earlier.[4]

Thus, the early literature on students' attitudes toward journalism as a career showed two important trends that relate to the findings of this study: students' perceptions of the journalistic work environment largely were negative, but they had positive attitudes about the mission of the field, i.e., its usefulness to society.

Work on job satisfaction in journalism began in earnest with Samuelson's important 1962 study.[5] Other works, important along the continuum--but not directly related to job stress--included Wilson in 1966, McNeil in 1966, and Shaver in 1978.[6]

Research into job stress as it affects journalists has been scarce up until a few years ago. Other disciplines have been far ahead of journalism and mass communication.[7] However, in the past seven years, at least two studies have been produced that have examined phenomenon. Giles studied stress and its effects on editors in 1983,[8] and Endres investigated newsroom stress on reporters and writers in 1988.[9]

In popular and trade journals, Wines wrote on newsroom stress in Washington Journalism Review in 1986,[10] and Smith discussed the topic as it related to magazine staffers in 1988.[11]

To this point, however, no one seems to have studied possible relationships between college journalism students' perceptions of their fields, their needs, expectations, and potential job stress.

Other professional fields have been investigated, however. The research in those areas and conceptual models for understanding the relationship have been summarized and analyzed by Wilder and Plutchik.[12]

Out of that literature on college professional training and its relation to stress and burnout, the authors note five "problems" men-

tioned by researchers: professional programs tend to create unrealistic expectations for students regarding jobs; such programs often are not thorough, practical or relevant enough; they don't sufficiently train professionals in interpersonal skills; they don't provide adequate information on the nature of bureaucratic organizations and how to function effectively within those constraints; and they don't train professionals on how to cope with uncertainty, change, conflict, stress and burnout.[13]

Wilder and Plutchik also propose a model for discerning possible areas of job stress. Called the Needs and Coping Assessment Test, it attempts to isolate general and specific places where stress might find a fertile breeding ground.[14] A variation of that model is used in this paper.

Thus, from 1950s concerns over enrollment, through 1960s investigations into job satisfaction, to 1970s concerns over enrollment, through 1980s interests in job stress is born this paper. It is an attempt to build on the past and provide a foundation for the future with meaning and repercussion for educators, professionals and students.

Research Questions

Students have general reasons for selecting a college major and professional field. Those reasons are based on their perceptions of the field and what it would be like to work as a professional. They also have job-related needs and expectations of satisfying those needs, often based on their perceptions. The difference between those needs and expectations may lead to job stress. And, those needs and expectations are based, at least in part, on the kinds of information they receive about their fields.

In this context, and within the framework of the existing literature, the following research questions were developed:

1. Why do undergraduate students say they chose their professional sequence?

2. How do students perceive selected aspects of the professional work environment?

3. What job-related characteristics do students say they need to be satisfied in the work environment? What do students think their chances are of fulfilling those goals in their professions? Are there differences between the two? And, if so, is there any indication these may identify potential stress-producing effects once the student is working professionally?

4. Where do students obtain information about their professions and is there a possible connection between their training and job stress?

METHOD

Five undergraduate journalism/mass communication programs were chosen purposively from across the country to participate in the study. Schools were selected based on geographical location, accreditation status, sequence offerings, and program size.[15] Four sequences were included in the study: print news, public relations, radio/television, and advertising.

Course offerings in each sequence were divided into three levels: introductory, intermediate and advanced.[16] Based on course offerings, each school was asked to administer a six-page questionnaire in selected sections in the four sequences. The questionnaire was completed in February 1989 after having been pretested in December 1988. The author

estimated a population of approximately 650 undergraduate students.[17] Some 416 usable questionnaires actually were returned.

Two independent variables were created from information provided by students. The first was Personality. Students were asked to rate themselves on 13 characteristics placed in a semantic differential format. A factor analysis produced four personality types: Traditional Work Ethic (n=150), Humanistic (n=93), Self-Assured (n=112), and Aggressive Materialist (n=11).[18]

The second independent variable was Student Experience Level. Instead of using a student's year in school, a more sensitive measure was designed. Experience Level is an additive variable that takes into account how many professional JMC courses a student has taken, whether the student has served a professional internship or worked on a campus media outlet, and whether the student belongs to any student professional groups (SPJ, PRSSA, AAF, AER or WICI). One point was assigned to each professional course taken, a professional or campus media job held, and membership in an organization.[19] Variable categories were High, Moderate, and Low Experience.

Most analysis was done using five independent variables: gender, sequence, race, and the two computed variables, Personality and Level.

RESULTS

The Respondents

Following are some demographics of the 416 respondents:

*About 60 percent came from accredited schools.

*Average respondent age was 21.6.

*About 33 percent were male, 67 percent female.[20]

*About 87 percent of the respondents were Caucasian, 9 percent Black, and 4 percent other minority.[21]

*Some 7 percent were freshmen, 17 percent sophomores, 35 percent juniors, and 41 percent seniors.[22]

*By sequence, the returns were: print news/magazine, 18 percent; public relations, 27 percent; radio/television, 30 percent; and advertising, 25 percent.[23]

*About 36 percent said they had served a professionally supervised internship and 53 percent said they had worked on a campus media outlet.

Results were viewed as representative only of undergraduate students in the participating schools. As in previous limited, or purposive, studies, however, there may be little reason to think that students would not be representative of most other JMC majors across the country.[24]

Research Question 1

Students were asked to rank five reasons for selecting their major. Those reasons were: expectation of good pay and working conditions; contribution of the field to society; credibility of the field; opportunities for personal advancement or promotion; and expectation of good relationships with co-workers.

Table 1 gives the results overall and by major. Interestingly, all five of the reasons were found to be statistically significant when analyzed by students' major sequence.

Print news majors said they chose their field because of its contribution to society and its credibility with the public (consistent with those high school and college students in the 1950s and 1970s).

PR students said promotion opportunities and good relations with co-workers were the most important reasons for selecting their field.

Radio-tv majors said they chose their field because of its credibility with the public and because it offered good salaries.

Advertising majors indicated they considered promotion opportunities, good pay and comfortable working conditions most important in choosing their major.

Another way of looking at the data in Table 1 is that print news majors are <u>least</u> likely to select that field because it offers good pay and good relations with colleagues; PR majors are less likely to choose their field because it has public credibility; radio-tv majors are less likely to choose their major because of good relations with co-workers or the contribution of the field to society; and, advertising students are least likely to choose their major based on its contribution to society or its credibility with the public. Few other important differences were found by other independent variables.

Table 1

Reasons for Selecting a Professional Major, by Mean

(1=Most Important; 5=Least Important)

	Overall	News	PR	RTV	Adv
Advancement/promotion opportunities	2.24	2.6	2.2	2.4	1.9[a]
Contribution of field to society	2.88	2.2	2.9	2.9	3.3[b]
Good pay/working conditions	3.02	3.7	3.1	2.9	2.5[c]
Credibility of the field	3.10	2.6	3.4	2.8	3.4[d]
Good relations with co-workers	3.71	3.8	3.3	3.9	3.9[e]

One-way analysis of variance

[a] $F=6.66$ df=3 $p<.01$

[b] $F=6.40$ df=3 $p<.01$

[c] $F=9.24$ df=3 $p<.01$

[d] $F=7.65$ df=3 $p<.01$

[e] $F=4.12$ df=3 $p<.01$

Research Question 2

Closely related to why students say they selected their field is how they say they view different aspects of the working environment in that field. And, that seems to depend a great deal on the major selected, and, to some extent, on personality type.

Students were asked to rate 13 statements about JMC occupations on a Strongly Agree to Strongly Disagree scale. (This was a forced choice question with no midpoint.) Statements included work environment and mission-related factors.[25]

As noted in Table 2, overall mean ratings ranged from 1.31 on Challenging Assignments to 2.76 on Job Security. In other words, students have strong beliefs that their fields offer challenging assignments, but also believe that their fields do not offer great deal of job security.

By professional sequence, there was considerable variation, however.[26] In general:

Print news students think their field is ethical, has public credibility, allows them to work autonomously and has a variety of challenging assignments. They also think their field is very stressful, pays poorly, and offers few opportunities for promotion, or a comfortable working environment.

Public relations students, in general, believe their field offers good pay, promotion opportunities, and comfortable working environments. They also think they will encounter good colleague relationships and a variety of tasks (though they may not be necessarily stimulating).

Radio-television students think their field has high credibility with the public and that they will encounter a variety of (perhaps

stimulating) assignments. They don't think there is much opportunity for job security, promotion or professional development.

Advertising students believe they will be paid well, work in a comfortable environment, and have opportunities for promotion, professional growth and stimulating assignments. They also think their field is stressful, not very ethical or credible, and offers little job security or opportunity to work autonomously.

Table 2

Student Perceptions, by Major, of Existence of Job-Related Factors
(1=Strongly Agree; 4=Strongly Disagree)

Factor	Major/Sequence				
	Overall	Print News	PR	RTV	Advtsg
Job Security	2.76	2.51	2.47	2.94	3.00[a]
Ethical Profession	2.12	1.96	2.06	2.18	2.21[b]
Credibility with Public	2.18	2.11	2.28	1.80	2.55[c]
Stressful Work	1.56	1.45	1.78	1.59	1.36[d]
Comfortable Work Environment	2.19	2.55	2.01	2.28	2.07[e]
Advance/Promotion Opportunities	1.73	1.89	1.67	1.78	1.61[f]
Good Pay/Fringes	2.24	2.64	2.17	2.32	1.96[g]
Good Supervisor Relations	2.25	2.30	2.21	2.28	2.23
Good Colleague Relations	2.06	2.07	1.99	2.12	2.05
Variety of Assignments	1.35	1.36	1.36	1.33	1.37
Chance to Work Autonomously	2.18	1.85	2.16	2.17	2.42[h]
Chance to Grow Professionally	1.50	1.51	1.59	1.50	1.41
Challenging Assignments	1.31	1.27	1.41	1.37	1.16[i]

One-way analysis of variance

[a] $F=14.51$ df=3 $p<.01$
[b] $F=3.24$ df=3 $p<.05$
[c] $F=19.42$ df=3 $p<.01$
[d] $F=5.45$ df=3 $p<.01$
[e] $F=11.07$ df=3 $p<.01$
[f] $F=2.85$ df=3 $p<.05$
[g] $F=10.41$ df=3 $p<.01$
[h] $F=6.21$ df=3 $p<.01$
[i] $F=3.61$ df=3 $p<.05$

Research Question 3

Students were presented with 12 job-related factors and asked to rate them in terms of their importance for the students to be satisfied in a professional job. A scale of 0 to 100 was used, with 100 meaning the factor was absolutely essential for the student to be satisfied and 0 meaning the factor was totally unessential for job satisfaction.[27]

Respondents then were asked to rate the same factors in terms of how likely they thought it was they would be able to achieve them in a professional job. A similar scale of 0 to 100 was used, with 100 meaning the student was absolutely sure he/she could achieve that goal and 0 meaning the student was absolutely certain he/she could not achieve that goal.

As Table 3 indicates, overall, students were most interested in achieving professional development and promotion opportunities, although those factors were not rated appreciably higher than several others. On the other hand, achievement of a job with low stress levels was not viewed as that important.

When the expectation means (column 2) are examined, however, more substantial differences appear. If those means are viewed as percentages (i.e., there's a 75 percent chance of achieving this goal), many students are not too optimistic about satisfying their needs. Several factors stand out, including job security, colleagues' ethical behavior, good pay, and a comfortable working environment, all of which students rated lower than 70 percent.

Indeed, the third column in Table 3 shows double-digit differences on four of those five factors. And, as will be discussed later, these differences between needs and expectations may be indicators of possible

job stress once the students enter the working world.

Important differences in possible stress indicators appeared when the data was analyzed by sex, sequence, race, personality type, and student experience level. For example, compared to men, women said it would be more difficult to find a job with no stress or to find colleagues who acted ethically.

By sequence, radio/tv majors, more than students in the other fields, said they would have a hard time getting a position with job security. Print news and radio/tv majors said they would have a difficult time landing a job that offered good pay and fringe benefits.

By race, blacks more than whites said it would be hard to find a job with low stress levels or to find a job where they got along well with their colleagues. By experience level, the more experienced the student, the more likely he/she was to say it would be hard to find a position with low stress.

By personality type, Self-Assured are not too concerned about stress levels; Aggressive types are. Self-Assured are not worried about having good relations with supervisors and co-workers; Aggressive types are. Aggressive Materialists also show major differences between expressed needs and expectations in the areas of ethical conduct, public credibility, job security and promotion/advancement.

Table 3

Respondents' Job-Related Needs, Expectations of Achieving Them, and Potential Stress Gaps

Job-Related Factor	Mean Importance to Respondent	Mean Expectation of Achieving	Difference in Means
Job security	81.4	63.9	17.5
Colleagues' ethical behavior	80.6	64.4	16.2
Credibility of organization	83.0	73.7	9.3
Lack of stress	52.1	36.2	15.9
Comfortable work environment	73.0	65.8	7.2
Opportunity for advancement/ promotion	86.2	76.0	10.2
Good pay/fringe benefits	81.5	67.7	13.8
Good relations w/supervisors	82.4	74.5	7.9
Good relations w/co-workers	83.0	78.2	4.8
Variety of work assignments	81.2	76.2	5.0
Stimulating work assignments	84.0	76.6	7.4
Opportunity for professional development	89.2	81.5	7.7

Another way to analyze this data is to look at students' expectations by groupings of job-related characteristics.[28] The 12 conditions used in the analysis above were placed into five categories:[29] Interpersonal Relationships, Stimulation, Rewards, Professional Mission, and Job Comfort.[30]

Table 4, like Table 3, shows the mean difference between needs and expectations. That is the potential stress gap for students once they enter the working world. Table 4 gives means both overall and for Personality Type, the only independent variable found to be statistically significant.

Table 4

Mean Differences Between Students' Needs and Expectations
Overall and by Personality Type

		Personality Type			
Job Characteristic	Overall	Trad	Human	Assured	Aggress
Good Interpersonal Relations	6.2	7.4	10.6	0.4	9.4[a]
Opportunities for Rewards	13.7	14.3	16.3	8.9	29.9[b]
Positive Professional Mission	13.3	15.3	14.5	8.4	26.0[c]
Stimulating Assignments	6.9	7.4	7.7	5.1	11.2
Job Comfort	11.4	12.7	15.2	5.5	20.8[d]

One-way analysis of variance
[a]F=2.89 df=3 p<.05
[b]F=5.94 df=3 p<.01
[c]F=3.56 df=3 p<.05
[d]F=3.42 df=3 p<.02

The size of the stress gap (the mean difference between needs and expectations) varies considerably. Generally, the larger the stress gap, the

more likely the student is to encounter stress and, perhaps, burnout on the job. The most notable results involve those students classified as Self-Assured and those classified Aggressive. The former seem to have realistic expectations of what conditions they might encounter on a job. Indeed, the Self-Assured students' mean difference on having good interpersonal relationships shows their needs and expectations to be almost identical. The Self-Assured students also have mean differences lower than all other personality types on each job characteristic.

The Aggressive students, however, have mean differences consistently higher than other personality types. These appear to be demanding individuals. They want good salaries and job advancement, no job stress, a comfortable work environment, and an ethical and credible profession. But, they are hardly optimistic about achieving these goals, with stress gaps of 20 to almost 30 points. On the one hand, these students seem to be realists: they know they can't achieve their goals. On the other hand, they could be headed for job stress and burnout because they cannot achieve those same goals. (Perhaps ironically, the Self-Assured students may be too sanguine about achieving their goals and, likewise, face job stress if they find that their perceptions don't match reality.

Research Question 4

Respondents' reasons for choosing a major, their perceptions of what it will be like to work professionally, and, to some extent, their work-related needs, are based on information. To discover where that information came from, they were asked to rank seven sources of information in terms of where they got the most information and where they got the best information. A ranking of 1 meant that source was the most important; a ranking of 7 meant that source was the least important.

Table 5 shows the means for where they got the most and best infor-

mation. Pearson's correlations were moderate to high, ranging from .60 on textbooks to .76 on media work experience. All correlations were significant at the .01 or better level.

Table 5

Mean Rankings for Where JMC Students Get Most and Best Information

Information Source	Most Information	Best Information
Observing media performance	3.07 (1)	3.38 (2)
JMC faculty members	3.12 (2)	2.66 (1)
Articles about media	3.73 (3)	4.10 (5)
JMC textbooks	4.13 (4)	3.86 (4)
Media work experience	4.31 (5)	3.76 (3)
Friends	4.79 (6)	5.00 (6)
Parents/family	4.99 (7)	5.29 (7)

While students say they get most of their information primarily from observing their fields, they also say they get the best information from JMC faculty, a finding that may have significance vis a vis the role of professional education in job stress and burnout.

Discussion

Although there are differences by school major, gender, race and personality type, most JMC students share some common reasons for entering the field as well as some common perceptions of their respective fields.

They all want to make a good salary, have an opportunity for professional advancement, and to get along with their co-workers. Similar-

ly, to one degree or another, they want their work to be interesting and stimulating, they want job security, and they want to be able to grow professionally. They say they know there's stress in their fields, but they also say they accept that fact. Perhaps they do so, however, without sufficient consideration.

That potential for job-related stress is the crux of the problem. Although students perceive their fields as offering opportunities in a number of areas, their needs vs. their expectations often seem to be at odds with reality.

On specific job-related characteristics, they rate job security, ethical behavior, promotion opportunities and good pay as major goals. Yet, they also indicate they may not have realistic opportunities to achieve those goals, or at least not to the degree they want.

Even when those job-related characteristics are placed into groupings, needs vs. expectations differ. Stress gaps appear, especially in the areas most important to students: salary, advancement, job security, comfortable working environments, and ethical and credible behavior.

Studies on job satisfaction/dissatisfaction and stress/burnout indicate that these areas are vital for a professional practitioner to be content and happy. Those same studies indicate that professionals might have entered their fields without a truly realistic picture on what they would encounter.[31]

That's where JMC students' sources of information about their fields may enter the picture. They say they receive the best information about their professions from JMC faculty and, to a lesser degree, JMC textbooks (written for the most part by JMC faculty).

Does that make the system part of the problem?

Kopenhaver, Martinson and Ryan have suggested that the educational process may be directly involved with journalism and public relations students' perceptions of their fields (as well as others).[32] And Wilder and Plutchik, viewing professional programs in business, education, nursing, social work and medicine, express concern that faculty in professional programs "promote unrealistic expectations in their students or at least do not try to modify unrealistic expectations to a realistic level."[33]

Conclusion

Job stress is a real and growing problem. Not only is it expensive to industry--one estimate is that stress and burnout cost private industry more than $17 billion in the past few years[34]--it also is expensive in human terms. And, for an industry--in this case, journalism and mass communication--that already has a reputation as being stressful, it is a problem that needs attention at all levels. A better understanding of our students' perceptions, needs and expectations, and an examination of the kinds of information JMC educators give them may be a start to solving at least part of the problem.

Endnotes

(1)Stress and burnout have a number of definitions. For this paper, stress is defined as pressures that place extra demands on people, that require emotional or physical adjustments to normal living, thinking or emotional patterns. See Robert L. Veninga and James P. Spradley, The Work/Stress Connection (Boston: Little, Brown and Co., 1981), p. 16. Burnout has even more definitions, but for the purposes of this paper was defined as a "debilitating psychological condition brought about by unrelieved work stress" resulting in depleted energy reserves, lowered resistance to illness, increased dissatisfaction and pessimism, and increased absenteeism and inefficiency at work. See Veninga and Spradley, pp. 6-7.

(2)Between 1962 and 1972, for example, national journalism enrollment increased about 285 percent to more than 41,600 students. Paul V. Peterson, "J-Enrollments reach all-time high...," Journalism Educator, 27:4-5 (January 1973). In 1987, for comparison, Peterson reported more than 80,000 students enrolled in undergraduate journalism/mass communication programs. Peterson, "Journalism and mass comm enrollment leveled off in 1987," Journalism Educator, 43:4-10 (Spring 1988).

(3)Samuel Lubell, "High School Students' Attitudes Toward Journalism as a Career," Journalism Quarterly 36:199-203 (Spring 1959); and Penn T. Kimball and Lubell, "High School Students' Attitudes Toward Journalism as a Career: II," Journalism Quarterly 37:413-422 (Summer 1960). Also see Clifford F. Weigle, "Influences of High School Journalism on Choice of Career," Journalism Quarterly, 34:39-45 (Winter 1957); and James A. Fosdick and Bradley S. Greenberg, "Journalism as a Career Choice: A Small Sample Study," Journalism Quarterly, 38:380-2 (Summer 1961).

(4)Thomas A. Bowers, "Student Attitudes Toward Journalism as a Major and Career," Journalism Quarterly 51:265-270 (Summer 1974).

(5)Merrill Samuelson, "A Standardized Test to Measure Job Satisfaction in the Newsroom," Journalism Quarterly 39:285-291 (Summer 1962).

(6)C. Edward Wilson, "Why Canadian Newsmen Leave Their Papers," Journalism Quarterly, 43:769-72 (Winter 1966); Neil V. McNeil, "The Washington Correspondents: Why Do Some 'Drop Out'?" Journalism Quarterly, 43:257-63 (Summer 1966); and Harold C. Shaver, "Job Satisfaction and Dissatisfaction Among Journalism Graduates," JQ, 55:54-61, 108 (Spring 1978).

(7)See, for example, Christina Maslach and S.E. Jackson, "Lawyer Burnout," Barrister, 5:52-54 (1978); Saul Pavin, "Family Role Key to Tensions," American Banker, 149:41-2 (August 24, 1984); Stanley J. Modic, "Surviving Burnout," Industry Week, 238:29-34 (February 20, 1988); Herbert J. Freudenberger, "Staff Burn-out," Journal of Social Issues, 30:159-65 (1974); Rosalind Forbes, Corporate Stress (Garden City, N.Y.: Doubleday, 1979); and Cary Cherniss, Staff Burnout: Job Stress in the Human Services (Beverly Hills, Calif.: Sage, 1980).

(8)Robert H. Giles, Editors and Stress: A report to APME on stress and how it affects the lives of newspaper editors (New York: The Associated Press Managing Editors Association, 1983).

(9)Fredric F. Endres, "Stress in the Newsroom At Ohio Dailies," Newspaper Research Journal 10:1-14 (Fall 1988).

(10)Michael Wines, "Burnout in the Newsroom: Are Reporters Hooked on Stress?" Washington Journalism Review, (May 1986), pp. 35-38.

(11)Katherine Smith, "Managing Stress," Folio (July 1988), pp. 145-47.

(12)Jack F. Wilder and Robert Plutchik, "Preparing the Professional: Building Prevention into Training," in Whiton Stewart Paine, ed., Job Stress and Burnout: Research, Theory and Intervention Perspectives (Beverly Hills, Calif.: Sage, 1982), pp. 113-129.

(13)Wilder and Plutchik, pp. 113-4.

(14)Wilder and Plutchik, pp. 122-129.

(15)Three accredited schools and two non-accredited schools were studied. Four of the schools are state universities, one a private co-ed school. One school each was from the west, the south and the east. Two were from the midwest. Three are in or near major metropolitan areas; two are in more rural settings. Information on the programs was drawn from the Spring 1988 Journalism Educator annual listing of programs and enrollment.

(16)Introductory courses were defined as those normally offered at the freshman or early sophomore year; intermediate courses normally were offered in the late sophomore to junior year; advanced courses were those offered at the late junior through senior years. All courses were to have a professional orientation. Suggestions as to the kinds of courses were made to representatives from the individual schools, but the selection of classes used was left to that individual.

(17)The estimate was based on how many students the "average" section of each course should hold, e.g., about 15 students for an intermediate newswriting course at an accredited school.

(18)Personality characteristics loading on each type were Traditional Work Ethic: ethical, responsible, perfectionist, mature, and hard working; Humanistic: idealistic, humanistic, curious; Self-Assured: secure and adaptable; and Aggressive Materialist: aggressive, materialistic, and not easily satisfied.

(19)The highest number of courses taken was reported as 12. Thus, the highest "score" a student could receive would be 19 based on one point for each class, membership in all five organizations, and service on a campus and professional media outlet. Scores were computed and the range divided into thirds.

(20)In 1987, the most recent data available, national figures showed about 40 percent male enrollment in schools of journalism/mass communi-

cation and about 60 percent female. Paul Peterson, "Journalism and mass comm enrollment leveled off in '87," Journalism Educator, Vol. 43, No. 1 (Spring 1988), p. 5.

(21)Other minorities included Hispanic, Asian and Native American. National figures for 1987 showed 85.3 percent Caucasian, 9.1 percent Black, and 5.6 percent other minority. Peterson, op. cit., p. 10.

(22)National figures for 1987 were: 21.9 percent freshmen, 21.7 percent sophomores, 27.2 percent juniors, and 29.1 percent seniors. Peterson, op. cit., p. 6. Freshmen apparently were underrepresented in this purposive study because the universities selected had more sophomores than freshmen in their introductory courses in mass communication.

(23)National figures for 1987 were: print news, 25 percent; public relations, 18 percent; radio/television, 31 percent; and advertising, 26 percent. Peterson, op. cit., p. 5.

(24)See, e.g., Ron F. Smith, "A Comparison of Career Attitudes of News-Editorial and Ad-PR Students," Journalism Quarterly, 64:556 (Summer-Autumn 1987).

(25)The statements were: There is a great deal of job security in my field; my profession is an ethical one; my profession has credibility with the public; there is a great deal of stress in my profession; jobs in my profession offer a comfortable working environment; my profession offers opportunity for advancement/promotion; my profession offers good pay and fringe benefits; workers in my profession get along well with their supervisors; workers in my profession get along well with their colleagues; my profession offers a variety of assignments; my profession offers challenging or stimulating assignments; my profession offers one the chance to work autonomously; and my profession offers one the chance to develop professionally.

(26)Only three other statistically significant differences were found, all involving personality type. Self-assured personality types were more confident than others that they would have a variety of assignments, more stimulating assignments, and an opportunity for professional development. $F=3.33$, $df=3$, $p<.05$; $F=5.84$, $df=3$, $p<.01$; and ($F=4.64$, $df=3$, $p<.01$.

(27)The term "job satisfaction," as used in this study basically means how content or happy a student is on the job. It is not as rigorous a definition as that used by previous researchers; see, e.g., Shaver, op. cit., pp. 54-61.

(28)This segment of the analysis is based on a model developed by Wilder and Plutchik, op. cit., pp. 122-28.

(29)The process was relatively simple. Each student had assigned a score from 0 to 100 on these job-related conditions in terms of how important it was for them to be satisfied in a job and in terms of how likely they thought it was they could achieve those goals. The "expectation" scores were subtracted from the "needs" scores to arrive at a "stress gap" score. Table 3 shows these three scores for all respondents. The twelve

conditions listed in each question then were subjected to a Pearson's R to determine interrelationships. The correlations were in the low to moderate range (.36 to .74) but were deemed satisfactory for a pilot study. Based on the correlations, the five groupings of characteristics were determined. Each grouping was analyzed by overall mean (the difference between needs and expectations for all respondents) and means for categories of independent variables.

(30)Characteristics comprising each grouping were: Interpersonal Relationships--good relations with supervisors and good relations with coworkers; Stimulation--variety of assignments, stimulating assignments, and professional development; Rewards--good pay, opportunity for advancement or promotion, and job security; Professional Mission--working with ethical collegues and working in a field with public credibility; and Job Comfort--lack of stress and comfortable work environment.

(31)See, for example, Ron F. Smith, "A Comparison of Career Attitudes of News-Editorial and Ad-PR Students," Journalism Quarterly, 64:555-9 (Summer-Autumn 1987); John W.C. Johnstone, "Organizational Contraints on Newswork," Journalism Quarterly, 53:5-13 (Spring 1976); Shaver, op. cit.; Endres, op. cit.; Wilder and Plutchik, op. cit.; and anon., "New Study Comparing Job Satisfaction, Other Differences Between Practitioners and Journalists Will Help Understand Media Personnel Manage Public Relations Staff," [a report on a research project by Dennis Wilcox of San Jose State University] pr reporter, 32:1-2 (January 16, 1989).

(32)Lillian Lodge Kopenhaver, David L. Martinson and Michael Ryan, "How Public Relations Practitioners and Editors in Florida View Each Other," Journalism Quarterly, 61:860-865, 884 (Winter 1984).

(33)Wilder and Plutchik, op. cit., p. 118.

(34)Pavin, op. cit., p. 41, citing a study by the U.S. Center for Public Health Information.